

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div> <div style="text-align: center;"> 20 MAR 29 PM 12: 07 Place date stamp here. </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Brooks Academy of Science and Engineering	015-830		
Vendor ID #	ESC Region #	DUNS #	
	20		
Mailing address	City	State	ZIP Code
3803 Lyster	San Antonio	TX	78235-
Primary Contact			
First name Bernardo	M.I. E.	Last name Montero	Title Superintendent/President
Telephone # 813-331-2414	Email address bernardo.montero@brooksacademy.org		FAX #
Secondary Contact			
First name Lura	M.I. L	Last name Davidson	Title Chief Educational Officer
Telephone # 210-326-1390	Email address davidsonlura@hotmail.com		FAX #

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Bernardo	M.I. E.	Last name Montero	Title Superintendent/President
Telephone # 813-331-2414	Email address Bernardo.montero@brooksacademy.org		FAX #
Signature (blue ink preferred)	Date signed <i>March 28, 2016</i>		



Only the legally responsible party may sign this application.

701-16-102-109

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	015-830	Brooks Academy of Science and Engineering	813-331-2414	\$432,000
	Bexar	Bernardo E. Montero	bernardo.montero@brooksacademy.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.Brook	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The mission of Brooks Academy of Science and Engineering (BASE) in San Antonio, Texas, is built on five basic principles: 1. Personalization, 2. Adult world immersion, 3. Common intellectual mission, 4. Performance based assessment, and 5. A Pre-Engineering focus, to provide students with rigorous, relevant, and academic work place skills. In return, BASE is preparing its graduates for rewarding lives in the technological society of the 21st century. Through strategic planning and implementation, BASE educators plan, implement, and monitor according to their vision to further inspire and educate all learners to rise and exceed challenges of a global society through 21st Century Skills within a technology-rich, project-based teaching and learning environment. Within the overall district improvement plan, BASE offers an After School Program. The BASE District Afterschool component is designed to assist working parents and their children by providing a safe learning environment with extended learning opportunities beyond the regular school day hours and a healthy snack per program guidelines. The purpose of the proposed BASE 21st Century Community Learning Centers (CCLC) Application for the 2016-17 school year (SY) will be to further define and expand current activities, through collaboration with Educational Results Foundation, to focus upon enrichment and focused, target specific, small group/individual student data-driven identified TEKS to primarily meet state and local student needs for all participants. Through the proposed 21st CCLC BASE Afterschool, collaborative efforts between BASE and Educational Results Foundation (ERF) will further infuse, expand, and enrich current daily curriculum efforts/practices from the campus teaching and learning environment. Through a product and best practice review, the 21st CCLC will provide a broad array of identified best practices and Scientific-based Research (SBR), using Science, Technology, Engineering, Arts, and Math (STEAM) as primary activities/resources recreation, technology, and character education initiatives. Furthermore, the new community learning centers at Brooks Estrella Academy Elementary and Brooks International Studies Academy (BISA) Elementary will grow and increase counseling/social interaction, youth enhancement sessions, literacy and related educational needs for families and community members, so that the campus learning possibilities are afforded all learners, both children and adults. The design will embrace positive youth social/emotional development, skills and knowledge to promote beliefs and skills for resilience in day-to-day practices and enduring acquired principles. Through active participation and engagement of offered learning experiences, participants expand their resources, contacts, and tools to address every data identified, participant level of desired achievement. The nurtured culture of the new learning environment will promote healthy individuals who will grow into productive citizens, find new ways to make their life and their future, moving toward becoming a quality driven, productive and contributive, societal participant.

Specifically, BASE 21st CCLC will support positive changes within the lives of our learners by 1.) providing professional development and ongoing technical assistance to CCLC staff, 2.) discovering new partnerships among the community, 3.) create supporting, nurturing, positive relationships with and among children, other youth, and adults. Skills for gathering, analyzing, interpreting, and evaluating evidence will be ongoing. This will result in all participants an expanding knowledge base through investigation, problem-solving, invention, and experimentation, which are highly valued in Career and College Readiness standards for Post-Secondary preparation. Realizing capacity of effective and efficient leading of the BASE 21st CCLC staff, we will monitor/adjust/manage the program design as presented in the application. Our end product will reflect a community of caring, highly competent participants who nurture, motivate, and engage students in a STEAM 21st CCLC culture and learning environment of experiential moments within life. Both Estrella and BISA were identified as campuses "Improvement Required" for the 16-17 SY. One Critical Success Factor (CSF) provided the the USDE is to Increase Learning Time. The BASE 21st CCLC's design provides expended academic enrichment opportunities within the low-performing identified campuses, as the also address focused, targeted TEKS interventions to help student meet local and state academic standards in core content areas. In addition, other youth activities associated with drug and violence presentation, technology, fine arts, counseling/social intervention, and character education infused are identified in new research based activities for actively engaging students and going deeper into subject matter through coherence, challenge, and engagement (Bransford, Brown, & Cocking, 2000). Standards and related reports by the National Council on Teachers of Mathematics (1989, 1991, 1998) have repeatedly emphasized "science and mathematics are active disciplines, oriented to sense-making and problem-solving, not merely

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isolated facts, but truly on the other end of the spectrum, hands-on-activities for activities' sake." Recommendations for reading and language arts similarly emphasize "embedded specific skills in meaningful content" (International Reading Association, 1996; National Research Council, 1997). Unlike traditional After-School Programs focused upon homework support, with minimal homework help due to minimal staff qualifications. In addition, Afterschool programs focused upon safe havens to prolong the school day until parents were able to pick-up their child(ren) (Fashola, 2002; Hollister, 2003). The BASE 21st Century CCLC will have a robust subject-area tutorial service, non-tutorial academic enrichment such as project-based learning connected to ongoing campus Year At a Glance (YAG) scope and sequence, and non-academic enrichment activities (Simpkins, 2003). Non-tutorial and non-academic can enhance student learning through addressing core developmental needs of children for "affiliation, identity, and mastery" (Vandell, Reisner, Brown, Pierce, Dadisman, & Pechman, 2004). USDE and USDJ (2000) found students need to practice storytelling, games, listening skills, and other activities to develop literacy skills through intelligent discussions with adults. Quality programs allow low-income student and others, to follow and explore new interest or curiosities through the use of other intelligencies such as musical intelligence, outdoor intelligences, tactile and kinesthetic intelligence to name a few as determined by Howard Gardner. According to Learning First Alliance (2001), "Students are most motivated to learn, feel the greatest sense of accomplishment, and achieve at the highest levels when they are able to succeed at task that spark their interests and stretch their capacities (CSF, Increase Student Achievement). To be meaningful, learning must effectively connect to students' questions, concerns, and personal experiences" (p.4). Attracting and sustaining high levels of student and staff attendance is a major component of a successful Afterschool 21st CCLC. High At-Risk students are often disengaged from school due to family problems, helping at home, family lives with illnesses, drug related problems, and general environmental concerns (Lauver, 2004; Weisman, Soule, & Womer, 2001). Strategies for attracting and keeping high levels of participation in the 21st CCLC will entail building into the program flexibility (CSF Increase Operational Flexibility) to match schedules to accommodate student identified need(s); mixing fun and interesting activities with enjoyment and relaxation time away from day to day normal routines; provide engaging projects which are infused with identified TEKS focus and target specific tasks; and proposing community engagement and leadership occasions (CSF Extracurricular Involvement) affording meaningful conversations and dialogue with adult peers, committee representatives on the 21st CCLC Steering Group, and various outreach activities provided for students and adults. BASE 21st CCLC will use quality afterschool learning tools and technical assistance to identify, record and measure rigorous evidence, both qualitative and quantitative, as demonstrated through deep statistical analysis of gathered findings. BASE 21st CCLC will consult with state/regional education 21st CCLC liaisons for viable and reliable designs addressing common variables and processes associated with positive afterschool program outcomes. Initially, within the proposal, BASE 21st CCLC programming has set SMART goals, identified evaluation needs, reviewed quality curricular materials for age appropriate, high engaging products, and locating campuses embracing the opportunity to house and implement an "out of the box" approach to afterschool programs, meeting student and adult needs, addressing all three domains of learning (cognitive, social/emotion/psychomotor) as implemented for data driven decisions (CSF Decisions based upon Data-driven results) to develop an interactive, engagement of all seven (7) USDE identified Critical Success Factors as they not only impact low performance within the state accountability system at the participating campuses, but also effect the sustainable development of inter-connected quality systems to impact challenges to stretch student capacity, or when a student stumbles, we monitor student progress in real-time through multi-dimensional assessments for "just in time" intervention and future success. Together, through principles and practices presented in the summary, BASE 21st CCLC strives to create teaching and learning environments that nurture and support the healthy development of the whole child.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-830	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$318,345	\$31,835	\$350,180
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,572	\$16,253	\$49,825
Schedule #9	Supplies and Materials (6300)	6300	\$71,083	\$35,541	\$106,624
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$8,000	\$8,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			\$423,000	\$91,629	\$514,629
Percentage% indirect costs (see note):			N/A	\$8,247	\$8,247
Grand total of budgeted costs (add all entries in each column):			\$423,000	\$99,876	\$522,876

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$25,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$26,144

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015-830			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	4	\$72,000
2	Educational aide	0	0	0
3	Tutor	0	0	0
Program Management and Administration				
4	Project director (required)	0	1	\$47,700
5	Site coordinator (required)	0	2	\$85,142
6	Family engagement specialist (required)	0	1	\$42,570
7	Secretary/administrative assistant	.5	.5	\$12,000
8	Data entry clerk	0	0	0
9	Grant accountant/bookkeeper	.5	.5	\$12,000
10	Evaluator/evaluation specialist	0	0	0
Auxiliary				
11	Counselor	0	0	0
12	Social worker	0	0	0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$271,413
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$0
25	6121 Support staff extra-duty pay			\$46,933
26	6140 Employee benefits			\$0
27	61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs			\$46,933
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$318,345

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015-830		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Educational Results Foundation; coaching, modeling, and mentoring	\$15,042
2	Pitsco Professional Services	\$18,530
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$33,572
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$33,572

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-830		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$71,083.
Grand total:		\$71,083.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	16	4%	Attendance rate	96%
Hispanic	364	90.2%	Annual dropout rate (Gr 9-12)	NA%
White	18	4.5%	Students taking the ACT and/or SAT	NA%
Asian	1	.003%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged	271	68%	Average ACT score (number value, not a percentage)	NA
Limited English proficient (LEP)	15	3.8%	Students classified as "at risk" per Texas Education Code §29.081(d)	64.2%
Disciplinary placements	0	0%		

Comments

BASE charter schools have high mobility rates, generally between 12-15%. High mobility, coupled with high levels of economically disadvantaged, the 21st CCLC will be a quality resource for not only the students, but also the families as they adjust their lifestyle as the issues occur.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	4.7%	No degree	0	0%
Hispanic	18.3	87%	Bachelor's degree	19.2	90.4%
White	2	9.4%	Master's degree	2	9.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	16.2	77%	Avg. salary, 1-5 years exp.	\$48,349	N/A
6-10 years exp.	5	24%	Avg. salary, 6-10 years exp.	\$49,447	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	0	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 015-830										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	58	62	59	56	45	55	56	0	0	0	0	0	0	391
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	58	62	59	56	45	55	56	0	0	0	0	0	0	391

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE 21st CLCC will utilize the Texas Assessment Intervention System (TAIS) of data needs processes, protocols, and activities. Success requires purposeful actions and thoughtful planning based on analyzing data, determining needs, developing targeted plans for improvement, and monitoring the implementation and impact of those plans to ensure a focused approach driven by data. **Program, Practice & Intervention Review is one successful strategy currently used by the Improvement Required (IR) campuses:** 1. List the various programs and practices (intervention) in place at your school/district to support targeted areas of need in the left hand column. 2. Next to each indicate the target audience. 3. Rate the effectiveness of the intervention based on a review of System Safeguards as Highly effective, Moderately effective, Not yet effective, and Time to change. 4. List the evidence you used to make the rating. 5. Complete the chart for each program, practice or intervention targeting specific academic or behavioral needs. 6. Review your findings to determine which programs, practices or interventions are most effective, which ones need review and any that should be considered for discontinuation, and 6. Next review your data and this chart to determine if there are areas of unmet needs.

Program/Practice	Focus	Effectiveness	Evidence

You For Youth, www.y4y.ed.gov, is a tremendous Afterschool Training Toolkit, Online Professional Learning and Technical Assistance for 21st CCLCs. After Root Causes, 5 Why, review of the Circle of Influence, and the 10-5-5 Activity to finalize your use of gathered, analyzed, and organized data results, qualitative and quantitative, for close review of the individual needs of the campuses. These resources will assist and guide as the Afterschool 21st CCLC team members collaborate with Campus Leadership Team (CLT) to align ongoing initiatives within the school day and also after and/or before school. Discussion Boards, Program Spotlights, Afterschool Timeline, along with the following components linked to relevant resources to maximize the TEKS results of student achievement, as presented to campuses and districts through the Texas Accountability Program and the newly redesigned, TAPR.

Texas Center for District and School Support (TCDSS) also provides trainings and tools to assist with determining how to effectively use data. The Critical Success Factors (CSF) data resource template suggests various reports and gathering tools to assist with the CSF alignment and support of the changes necessary for student achievement in struggling schools. The Y4Y resources provide links to charts, templates, schedules, etc. for the following 21st CCLC components: Literacy, Math, Science, Arts, Technology, Homework, Strengthening Partnerships, Family Engagement, STEM, Help Desk assistance, Suggestion Box, and Technical Assistance. Navigating the Toolkit has three separate links entitled: About the Toolkit, 10 Ways to Use this Toolkit for Professional Development, and Tech Help. The processes for objectively assessing the needs and resources, are available for program participant use and documentation for future reports and evidence of work.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve instructional delivery to support Vysotsky's Gradual Release within the teaching and learning environment	Use of planning time in collaboration with campus Professional Learning Committees, will provide increase learning time (CSF Increase Instructional Time) aligned with during the day instructional practices. Consistency will assist At Risk students grasping the objective and connecting to visual learning objectives. (CSF Increase Teacher Quality)
2.	Meet with campus staff to engage in personal training/discussions that will improve understand of best practices of instructional delivery in math and science classes.	Again, deliberate effort to establish collaboration, design, and use of resources to facilitate connections for the students, their parents, and community volunteers. (CSF Increase parental and community involvement)
3.	Attend accountability trainings (s) at ESC to ensure understanding of state standards and the level of rigor and relevance the SE for the TEKS questions within the STAAR/EOC.	Currently, staff can talk about the TEKS, but when asked about the complexity, or the expectation of the state assessment levels of assessing rigor and relevance, techers are confused. PD through the Y4Y and TAIS processes will facilitate the learning. (CSF Increase Teacher Quality)
4.	Develop a timeline and representative calendar for adult literacy and educational development services or activities to support parental involvement and family literacy in order to advance students' academic achievement in math.	Campus culture and school climate needs to be open, nurturing and needs driven. The Y4Y toolkit will assist the campus in providing necessary brochures, learning plans, and general guidance for beginning the family growth model.
5.	Advancing students' academic progress through the appropriate, safe, and equipped physical facility with program-dedicated staff working in an organized administrative structure.	The Texas ACE center is operational for students an family members. It will become the one established routine the family will know is there for their support and guidance, creating a welcoming location for increased sense of school involvement. (CSF Increase Parent and Community Participation)

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Schedule #14—Management Plan

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience to manage, coordinate, and oversee day-to-day operations of <u>all</u> grant activities. Create productive working relationships with staff, partners, vendors, and independent evaluator.
2.	Site Coordinator(s)	Experience to manage, coordinate, and oversee day-to-day operations of CCLC site activities. Obtain, analyze, and use campus and student level data and student voice to coordinate the development of intentional activities for each center..
3.	Family Engagement Specialist	Experience to manage, coordinate, and oversee training events, conferences, workshops and meetings to represent the critical needs for Family engagement and continuing efforts within the program.
4.	Teachers	Experience to manage, facilitate, guide and support student learning between the ages of 5 to 10 years old. Degreed staff are preferred, but quality life experiences will also be considered.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Build the capacity of parents/school staff	1. Parents and school are clearly involved in determining types of programs needed to build capacity of parents through personal growth thereby supporting their children's school performance	08/01/2016	07/31/2017
		2. Staff work together with parents to explore successful parent involvement programs	09/15/2016	07/31/2017
		3. School builds on positive experiences and successes	10/01/2016	07/31/2017
		4. School begins to develop new programs based upon parent needs and feedback	11/01/2016	07/31/2017
2.	The parents and staff participate in training for shared responsibility for student achievement incorporating: Learning At Home	1. Schools initiate opportunities for parents to learn about their child's progress and how they can help.	09/30/2016	07/31/2017
		2. Parents are invited to conferences every six weeks.	10/15/2016	07/31/2017
		3. Opportunities for training are provided which enable parents to support instruction at home.	09/15/2016	07/31/2017
		4. Parents are provided information and training about specific instruction and learning opportunities for their child	09/01/2016 01/15/2017 03/15/2017	07/31/2017
		5. Fall meeting is held to discuss student achievement and progress followed by goal setting	11/01/2016	07/31/2017
3.	The parents and staff participate in training for shared responsibility for student achievement incorporating: Collaboration	1. Invitations are sent to community members with non-school age children to encourage their participation	02/01/2017	07/31/2017
		2. Partnership exists in which parents, students, and the school share responsibility for increased student achievement	09/01/2016	07/31/2017
		3. Hand made invitations are sent to parents for special occasion events at school	08/01/2016 (throughout the year)	07/31/2017
4.	Accessibility is	1. Parents are surveyed regarding interest in programs	08/01/2016	07/31/2017

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE 21st CCLC management plan will be built within goals, objectives, relevant CSF identified with milestones detailed, and quarterly reports will be made to review and document the work, progress, lessons learned, and celebration of successes within each quarter. The quarter objective percentages should not reflect 25%, then another 25% improvement, etc. But rather, after realistically reviewing the goal and the objective to be achieved, the achievement Percentage target should be realistic, as defined in SMART goals of numerous monitoring plans. After report data and findings have been reviewed, general CCLC Steering and Guiding Committee will meet to determine the activities within the calendar, and how the team and school can plan a celebration regarding the growth as defined by the plan and data, have improved learning and student achievement opportunities.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE partnered with a non-profit foundation. Given the active involvement of the foundation within the CCLC, tax free contributions will be encouraged for ongoing, successful transformations being made at both centers housing the 21st CCLC. In addition to contributions, support and mentoring by San Antonio big businesses, companies, supportive organizations for At Risk students will be actively pursued. Each child, with parental approval and involvement, will have a BASE volunteer making friendly visits to see how the student is doing in school, how family has participated in events, and just general special nurturing to convey how very important each and every child is within our world. Invest in parent outreach, allow the parent's voice to be heard, hold community-school meetings where constructive dialogue happens between parents, community, and school members. Through Social and Emotional Learning baseline tools, identify needs for students and faculty/staff? Finally, what are the processes and protocols to followup on interventions provided to parents and community members?

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Using the 17 Classroom Management Strategies from Positive Behavior Intervention System	1.	Review Strategies used from the list, the descriptors applied, and the results as observed and documented.
		2.	Review quarterly the Positive and Effective Learning Environments Classroom Checklist. Chart the results
		3.	Apply the A.B.C.D. (www.naturalstep.org) Process for Sustainability Planning and Decision-Making (qualitative monitor/adjust) for healthy Habit of Mind (Acosta)
2.	Response to Intervention – Texas and National model implemented in the schools and at the 21 st CCLC	1.	Referral process based upon tools and forms within the RtI manual compiled through Best Practices and research/experience of noted psychologists, Log of referral meetings documentation
		2.	Diagnostic and prescriptive from current and future state assessment online, by content
		3.	Review of student work, dialogue with student and parent to determine the pathway for learning with the student.
3.	BASE CBAs and Benchmark for learning, monitoring, and adjustment “just in time”	1.	BASE Assessment Calendar with detailed results analyzed, charted and put into quintiles. Assessment TEKS will be placed into Data-V format to determine the frequency and order of the TEKS in the formative learning stages.
		2.	District Benchmarks will take place two times a year. Assessment rational and protocols need to be established for purpose and meaning of the two major formative tools.
		3.	Project-based assignments will be gathered and reviewed within the Pitsco Lab and scope/sequence defined YAG.
4.	Tier III intervention initial and results of the resources used	1.	Every six weeks student data are reviewed for continuation, increase services, or return to the regular classroom. Possibly Tutoring will surface, rather than the intensive intervention of 1-to-1 Live body, or 3-to-1 with the infusion of technology.
		2.	Parents, referral educator, admin and/or counselor share subjective data.
		3.	Review of the student Individual Learning Plan (ILP) will take place for continued monitoring for student success.
5.	21 st CCLC will be a new assessment variable added to the mix of results driven decisions.	1.	Data gathered from the CCLS will be down-loaded into Eduphoria.
		2.	CCLC and campus staff collaborate and share student management tools for guidance and support
		3.	Project-based, hands on, topic driven with TEKS alignment results will be reviewed against previous traditional approach to Increased Learning (CSF) in the After School Program.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recess takes place within fenced areas around BASE campuses. Student will not need to travel to another location. The program designs at both BISA and Estrella use the same products, will have the same curricular focus, and the amount of time spent in the 21st CCLC is the same. The PITSCO STEM Lab supplements current STEM resources. STEM Scope, initially from Rice University, Foss Kits, and other resources as requested from the curriculum material will continue. The supplemental aspect of the PITSCO is the focus upon Project-based, modular theme driven, within classroom material conducive for scientific and math learning opportunities.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE BISA and Estrella will communicate information to parents, community, staff, and share student work through technology media, printed media, possible television/radio depending upon the interest of the stations. That type of publicity is highly successful when the students can talk about their learning, what it means to them, and what they learned from the particular project. Newsletters and campus website posts will also be used with the permission of the parents and students. Banner, posters, news media, etc. are also viable means for sharing information. BASE plans to share their celebration from the impact of the 21st CCLC/

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PITSCO STEM K-6 lab has had much success in south Texas. The engagement opportunities of the TEKS focused, written curriculum, designed for the Gradual Release Model defined in the new state evaluation tool; TTESS, and collaborative working modules for increased participation in the STEM program, designed for project-based results. When purchasing the STEM module, all curriculum units are designed to compliment the use of the furniture and tools provided within the program. The whole child is actively involved in the learning process.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE campuses are within the Title I School-wide program. In addition, Title II, small amount of Title III, and some Title IV allocations will be coordinated to provide additional funding beyond the grant award allocation. With the campuses meeting the criteria for school-wide, all students have equal access to the resources, the equitable interaction among their peers for maximum engagement, participation, and learning time. All units are based upon the TEKS, with Student Expectations driven through objective driven instructional delivery. Prior to implementing the PITSCO resource, teachers will have the company determined amount of training. The training will better assure the high-quality use of the very engaging manipulatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PITSCO "white paper" and SBR information is included in the package detail of the STEM product. As previously mentioned, the entire program is hands on, topic driven relevant to the STEM concept, and one, based upon participant review, is an enlightening resource for high levels of student engagement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

BASE has numerous affiliations with local community based interest within the STEM program. We are also hoping to expand the STEM into STEAM in future years within the 21st CCLC program. The "A" stands for arts. San Antonio has a very active Arts program within the community. The location of the campuses near downtown and also on the SE, former Brooks Air Force Base, now known as Brooks City Base, there are those opportunities. Being a 21st CCLC would enhance the opportunity and interest in the BASE programs. BASE recently embraced the expansion into two elementary campuses within the are, but not on site. Defined specific partnerships with each campus has not taken place, Instead, the partnerships and community-based organization activities are for all campuses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community needs are the same as those in other large cities. More and more women also work outside the home. Many of the BISA parents are military families. Juggling the professional and personal lives within a family are challenging. The After School Program was focused upon tutoring and providing a safe haven for children after school until there was an adult able to be engaged with the child late afternoon, early evening. The 21st CCLC will still provide the above, but the focus is upon student achievement through active engagement during the teaching and learning time. The centers are in close proximity to the parents work for the most part. Now, with the 21st CCLC, high quality, total hands on learning opportunities will provide an environment of great interest and learning opportunities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STEM education is a redirect, focus upon the threading of science, math, technology, and engineering principles into the scope and sequence of the learning. SEDL provides quantities of literature, research findings, etc. regarding after school programs, STEM within the classroom, to name a few. The PITSCO will be an opportunity for the charter students to engage in a lab experience throughout the entire lesson plan design and delivery. It is truly a win-win!

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Antonio is known as the Military City. We have many, many veterans, senior volunteers, and retired professionals returning to the area where they "did their basic" and enjoyed the climate. Invitations made by the students, delivered by staff and current volunteer, and by conversations among the elderly as to what they are doing, is our best source of spreading the good news. We will also facilitate the thumb printing if it is difficult for the volunteers to make arrangements to have it done. The students and the volunteers cherish their time shared together.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The 21st CCLC will be such a success, it will basically sustain itself. BASE anticipates an increase in interest and participation with the after school program. BASE enrollment has been highly active. The campuses are in growing, populated areas. Long range projections are the campuses will continue to flourish. With increased interest, increased enrollment and attendance, the program will generate increased levels of revenue. The PITSCO is not a disposable. Rather, it is well built school furniture with a specific purpose. Supplies are usable, but the main core of the plan and the products to use within the plan, are reasonable when looking at the sustainability aspect of the program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial steps have been made to request individuals to serve on the Community Advisory Council for each campus. Higher education (Texas A&M San Antonio, local businessmen, vested companies, and high representation from the military). Meetings will follow the general format as the Charter Board Meetings. Agendas will be posted and all guidelines, laws governing a public meeting will be followed. Plans are each member will have a focus to accomplish to support the 21st CCLC, be a cheerleader of the STEM students, and continue to grow our own from within our boundaries.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-830	Amendment # (for amendments only):
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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Social Media and electronic media, such as Survey Monkey, are excellent sources for feedback. In addition, house to house walks within the neighborhoods is also a good neighborly act of kindness. As previously mentioned, website, newsletter, and general television and radio messages will also provide an avenue for extended sustainability and future planning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Estrella Academy		
9 digit campus ID#	015830101	Distance to Fiscal Agent (Miles)	2.3
Grade Levels to be served (PK-12)	K-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		95	
Number of Adults (parent/ legal guardians only) to be served:		20	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Brooks International Studies Academy (BISA)		
9 digit campus ID#	015830102	Distance to Fiscal Agent (Miles)	5.5
Grade Levels to be served (PK-12)	K-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		80	
Number of Adults (parent/ legal guardians only) to be served:		14	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3

Center Name:

BISA

9 digit campus ID#

Grade Levels to be served (PK-12)

Campus Name

9 digit Campus ID #

District Name (if different)

Distance to Center

Center Number: 4

9 digit campus ID#

Grade Levels to be served (PK-12)

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015-830			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE has a Science and Engineering focus embedded within it's general school program. The 21st CCLC PITSCO STEM is an additional resource that is designed for elementary students, K-6. It brings the world of science and engineering into the realm of learning within four walls. During the day, when the "After school" 21st CCLC is not populated with students within the program, the PITSCO will be available for general education students and teachers to coordinate the enjoy the resource within the day to day learning opportunities. When resources are used within the daytime, it will be expected as conveyed in various protocols, teachers and students would need to restock and take care of the classroom. At Risk students are frequently absent to various reasons, generally family driven. The PITSCO will be the "newst toy in town" and it is not possible to participate within the resource from a distance. The curriculum has been selected to not only support the ongoing focus and emphasis of the STEM, but also to encourage students who think they might not stay in school? change their mind and stay with the learning chance given at BASE.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon hearing the selection of Estrella and BISA as the 21st CCLC, job descriptions will be posted, candidates interviewed, recommended, and hired. HR will begin immediately. The facility would be made ready for the PITSCO STEM. Purchase orders would be set into motion, staff trained, resources gathered, parent/community/staff further notified about the coming to the 21st CCLC. It would no longer be a possibility, but a reality for learning experiences.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BASE campuses follow the safety guidelines outlined at TEA and further addressed with TITLE I specific expectations and the newESEA, Title IV, Part B guidelines. Continuation of the sign-in and out process will continue. Parents are familiar with the practice, it is detailed, it provides information, and BASE has been successful.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC program will be included in the Campus Improvement Plan. All participants receive a copy of the CIP. The CIP furthermore, aligns with the District Improvement Plan (DIP). Calendars are available, plans are published and shared during meetings and referenced often. Basic Title I goals will only be enhance by the inclusion of the 21st CCLC goals and objectives. As with the entire instructional practice and student learning designs, the evidence provideds the data, which in turn asks the questions about the learning or the lack there of. Professional Learning Communities utilizes all available data to guide conversations and dialogue regarding what is best the the students, not not just a few, but every child within the building walls. All our goals fit within the minimum of three years and no longer than five years. During that time, in an environment of continuous learning, we monitor and adjust to maximize all opportunities to be the best that you can be. Be successful through achievement and growth.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Knowing the expectation, when you are in a small school environment, high quality teachers (CSF) plan for whole group, small group, and individual teaching and learning. PITSCO STEM has not only the curriculum resources and tools, it also has the furniture, the professional development designed and ready to go. Classroom assignments will remain smallm generally 10 to 1, with a Learning Assistant in the lower grades to help facilitate the teaching. The Hands on teaching of the 21st CCLC will be the ideal climate for high At Risk students, but having difficulty.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will establish an events calendar to use data, plan through systems, implement the tasks with target specific practices, and complete the plan with Communication with Staff. The FES will also gather adult information from surveys, mail back from newsletters, and display student work throughout the campus and the neighborhood. Systems Thinking is the Key to Sustainability. Simply put, a system is a collection of parts integrated to accomplish an overall goal. Systems have 1. Input, 2. Process, 3. Output, and Feedback to intentionally organized to accomplish goal and objectives within our work.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement research has many tools to facilitate the responsibility of getting families active within the school. The following are just a few of the various tasks used to measure the climate of the school for parent involvement, learning, activities at home, communication, and parent involvement:

- There should be a process for assessing how welcomed, valued, and satisfied parents are in the with the school;
- There is a plan for addressing ways to help families feel welcomed and valued;
- There is a plan for training all staff to work collaboratively and respectfully with families;
- There is a process for assessing parents' opinions about their own involvement in learning activities at home;
- There is a plan or set of activities for helping families to support their child's learning at home.

There is a process for assessing parents' opinions about how well schools communicate with them in many varied and helpful ways. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting. There is a plan for encouraging and supporting parent participation in decision-making committees and activities such as Staff Kick off in the fall, conduct grade level celebrations, and have Post Secondary College night to help student explore options beyond the Endorsements. Tje

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kick off in the fall, advisory council participation and celebrations throughout the year, Halloween Parade, Blue Santa Arrival, Ring in the New Year in January, Valentine Celebration in the Pink, spring has Sprung, April Showers Puddle Jumpers, and Picnic in the Park as we near summer. These activities are excellent for allowing parents and communities to network as they come together to support the student within the school. It becomes meaningful when it is something new and different,, but not too far away creating a money burden on the family.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-830			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015-830			Amendment number (for amendments only):	
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: : 015-830			Amendment number (for amendments only):	
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: : 015-830			Amendment number (for amendments only):	
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: : 015-830			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: : 015-830		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For statewide teacher training programs or statewide student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0		
Check box only if there is no data available to determine the number of eligible students: 0 <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: 0	No nonprofit students participating: 0	No nonprofit teachers participating: 0
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)					
County-District Number or Vendor ID: : 015-830			Amendment number (for amendments only):		
Part 3: Services and Benefits Delivery					
Designated Places/Sites					
<input type="checkbox"/> Public school		<input type="checkbox"/> Private nonprofit school		<input type="checkbox"/> Neutral site	
<input type="checkbox"/> Other (specify):					
Designated Times					
<input type="checkbox"/> Regular school day		<input type="checkbox"/> Before school day		<input checked="" type="checkbox"/> After school day	
<input type="checkbox"/> Summer vacation		<input type="checkbox"/> Other (specify):			
Part 4: Selection Criteria/Activity Timeline					
#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1			Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date
Part 5: Differences in Program Benefits Provided to Public and Private Schools					
Select the one appropriate box below.					
<input type="checkbox"/> There are no differences between the program benefits provided to the public school students and the private school students.					
<input type="checkbox"/> There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)					
Description of Difference in Benefits			Reason for the Difference in Benefits		
1			1		
2			2		
3			3		
4			4		
5			5		

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